

Professional Development for Teachers

Brookdale Math/Science/Technology Education Network

Brookdale Community College
NJ Higher Education Sector: Community College
Year Began: 1984 Participants Served: 600-1,000 per year

CONTACT INFORMATION

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Partners: Belmar-St. Rose, Bradley Beach, Brielle, Eatontown, Hazlet, Spring Lake, Keansburg-St. Ann, Highlands, Keansburg, Little Silver, Long Branch, Long Branch-Holy Trinity, Spring Lake Heights, Marlboro Twsp, Matawan-Aberdeen, Middletown Twsp., Monmouth Beach, Mon-Ocean Educational Services, Tinton Falls, Neptune Twsp., Ocean Twsp-St. Mary, Ocean Twsp., Oceanport, Sea Girt, West Long Branch

DESCRIPTION

The goal of the partnership is to provide professional development for Math and Science teachers from member districts. This is done through 28-32 six-hour workshops. Science, math, and technology professional development workshops are provided during the academic year.

Academy Street School/Centenary College Professional Development Schools

Centenary College
NJ Higher Education Sector: Independent College or University
Year Began: 2003 Participants Served: 40

CONTACT INFORMATION

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Partners: Centenary College, Academy Street School, Dover Board of Education

DESCRIPTION

Administrators, faculty, and staff at the three PDS schools will be entitled to register for classes at Centenary College for one-half the regular tuition rate. Additionally, courses will be offered at a PDS school site for in-service teachers, also at one-half tuition. PDS faculty will be encouraged to attend workshops on the Centenary campus. Student teachers intern at PDS schools and interact on a variety of levels with school professionals. Although the wording used by each organization varies, they concur that such schools provide a clinical setting for pre-service education, engage in professional development for practitioners, promote and conduct inquiry that advances knowledge of schooling, and provide an exemplary education for a segment of P-12 students.

Hackettstown Middle School/Centenary College Professional Development Schools

Centenary College
NJ Higher Education Sector: Independent College or University
Year Began: 2004 Participants Served: 50

CONTACT INFORMATION

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Partners: Centenary College, Hackettstown Middle School, Hackettstown Board of Education

DESCRIPTION

Administrators, faculty, and staff at the three PDS schools will be entitled to register for classes at Centenary College for one-half the regular tuition rate. Additionally, courses will be offered at a PDS school site for in-service teachers, also at one-half tuition. PDS faculty will be encouraged to attend workshops on the Centenary campus. Student teachers intern at PDS schools and interact on a variety of levels with school professionals. Although the wording used by each organization varies, they concur that such schools provide a clinical setting for pre-service education, engage in professional development for practitioners, promote and conduct inquiry that advances knowledge of schooling, and provide an exemplary education for a segment of P-12 students.

Professional Development for Teachers

White Rock School/Centenary College Professional Development Schools

Centenary College
NJ Higher Education Sector: Independent College or University
Year Began: 2004 Participants Served: 40

CONTACT INFORMATION

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Partners: Centenary College, White Rock School, Jefferson Board of Education

DESCRIPTION

Administrators, faculty, and staff at the three PDS schools will be entitled to register for classes at Centenary College for one-half the regular tuition rate. Additionally, courses will be offered at a PDS school site for in-service teachers, also at one-half tuition. PDS faculty will be encouraged to attend workshops on the Centenary campus. Student teachers intern at PDS schools and interact on a variety of levels with school professionals. Although the wording used by each organization varies, they concur that such schools provide a clinical setting for pre-service education, engage in professional development for practitioners, promote and conduct inquiry that advances knowledge of schooling, and provide an exemplary education for a segment of P-12 students.

Professional Development School Network (PDSN)

The College of New Jersey
NJ Higher Education Sector: State College or University
Year Began: 1994 Participants Served: 17 School Districts

CONTACT INFORMATION

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Partners: Bordentown Regional SD, City of Burlington Public Schools, Delaware Twsp Schools, East Amwell Twsp School, East Windsor Regional SD, Ewing Twsp SD, Hamilton Twsp SD, Hillsborough Twsp SD, Hopewell Valley Regional Schools, Lambertville School, Lawrence Twsp SD, Plumsted Twsp SD, South Brunswick SD, South Hunterdon High School, Trenton Public Schools, West Amwell Twsp School, West Windsor-Plainsboro Regional SD

DESCRIPTION

The College of New Jersey is an institute of higher education that is strongly grounded in the preparation of educators. TCNJ has developed long-lasting relationships with school districts and agencies in the professional community. Based on these existing relationships and always striving to achieve best practices in teaching and learning, TCNJ invited school districts to establish a professional development school network which is grounded in the work of the Holmes Partnership and the literature of the reform movement in public education. This early stage of what would become the current PDSN began in 1994. The College is an invited member of the Holmes Partnership.

Professional Development for Teachers

Teachers as Leaders and Learners

The College of New Jersey

NJ Higher Education Sector: State College or University

Year Began: 2003

Participants Served: 2 - Trenton School District, Diocese of Trenton Urban Catholic Schools

CONTACT INFORMATION

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Partners: Trenton Public Schools, Diocese of Trenton Urban Catholic Schools

DESCRIPTION

The College of New Jersey is an institute of higher education that is strongly grounded in the preparation of educators. TCNJ has developed long-lasting relationships with school districts and agencies in the professional community. Trenton is a high need, "Abbott" district, characterized by low student achievement in mathematics, science, and language arts. Although programs are already underway in language arts, prior to this initiative, little content-specific professional development has taken place in mathematics and science. TALL provides this critical service, and focuses on the elementary and middle schools where a significant decline in student achievement has been well documented in mathematics and science.

The College of New Jersey, its School of Education, School of Science, School of Engineering and the Trenton Public Schools and the Diocese of Trenton Schools are partnering in a unique professional development opportunity called Teachers as Leaders and Learners (TALL). The goal is to improve student proficiency through high quality, on-site, sustained professional development in the core content areas of mathematics, science and technology, which are integrated for teachers, paraprofessionals, and pre-service teachers.

The Principals' Center for the Garden State at The College of New Jersey

The College of New Jersey

NJ Higher Education Sector: State College or University

Year Began: 2004

CONTACT INFORMATION

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Partners: The Principals' Center has over a 1,000 individual members and District memberships across the state.

DESCRIPTION

The Principals' Center for the Garden State at The College of New Jersey provides a forum for Leadership Development and collaboration among school principals and top school administrators from all types of K-12 educational institutions. Our belief is that principals are the driving force of educational and cultural development within their schools. It is our goal to assist in providing quality programs on those current issues which affect school leaders. We advocate excellence in leadership and strive to instill sustained change by establishing collaborative support systems among principals.

The partnership serves to develop a strong alliance within the School of Education that will be mutually beneficial in the development of their principal and administrative training programs; to provide our members with increased exposure and networking opportunities - through our partnerships with TCNJ faculty; to serve as a partner for in-service and staff development initiatives; to provide a series of workshops and professional development forums - held at both TCNJ and at sites around the state convenient for our members; and to take advantage of the institutional services offered at TCNJ.

Professional Development for Teachers

NJ SSI Specialty Skills

Middlesex County College
NJ Higher Education Sector: Community College
Year Began: 1994 Participants Served: 30-40

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Partners: NJSSI, Various school districts including:, Woodbridge, Edison, Carteret, Somerville, Asbury Park, Long Branch, and Toms River

DESCRIPTION

Middlesex County College has partnered with NJ SSI as a specialty site for technology for most of the decade. The program provides hands-on professional development for teachers with an emphasis on integrating technology in math. From beginning calculator training through projects designed to "train the trainer" and through work with special education teachers, Middlesex has a tradition of implementing hands-on programs for teachers with strong input from their districts to strengthen and strategize for student and teacher success.

P12 Lesson Study

Middlesex County College
NJ Higher Education Sector: Community College
Year Began: 2003 Participants Served: 32

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Partners: Woodbridge, Edison, Monroe. South Brunswick, Carteret, Dunellen

DESCRIPTION

The P12 Lesson Study partnership, originally funded by the NJDOE, brings the Japanese model to school districts in Middlesex County. Using the Lesson Study Model teachers work cooperatively to plan, implement, and reflect on a lesson. This model has been introduced in many areas of the country with great success. The partnership provides an introduction to the lesson study model; follow-up training as needed; public lessons and guided discussion and reflection.

Montclair State University Network for Educational Renewal

Montclair State University
NJ Higher Education Sector: State College or University
Year Began: 1987 Participants Served: 980

CONTACT INFORMATION

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Partners: MSU, Caldwell/West Caldwell, Cedar Grove, Clifton, Dumont, East Orange, Englewood, Fair Lawn, Hillside, Kearny, Little Falls, Livingston, Montclair, Newark, Nutley, Paramus, Parsippany, Troy Hills, Paterson, River Vale, South Orange/Maplewood, Teaneck, Maywood, Randolph, and West Orange Schools

DESCRIPTION

The Montclair State University Network for Educational Renewal (MSUNER) promotes the renewal of schools and the instruction of educators through a collaboration between Montclair State University and member school districts. Some of the goals include teaching critical thinking as an educational ideal, making a commitment for all teachers to work to encourage the young as participants in our political and social democracy, examining the moral implications of teaching, and working to prepare teachers who see themselves as stewards of best practice and who understand the nature of change where they work. Teachers in partner schools can apply for clinical faculty status at the University that allows them to work with MSU in a variety of ways to grow professionally.

Some examples of are: work with MSU students, take and/or facilitate courses in our professional development series, work collaboratively on Teacher Study Group Grants and/or MSU/Dodge Grants, network with teachers in other districts to share ideas and expertise, etc.

Professional Development for Teachers

Southern Regional Educational Technology Training Center

The Richard Stockton College of New Jersey

NJ Higher Education Sector: State College or University

Year Began: 1997 Participants Served: 73 school districts & not-for-profits, 10,000 P-12 teachers/staff, 83,000 students

CONTACT INFORMATION

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Partners: The Richard Stockton College of New Jersey, 73 school districts and non-profits, Atlantic County AVA, Atlantic County Library System, Atlantic Cape Community College

DESCRIPTION

Atlantic County Educational Technology Training Center (ETTC) is a shared service that offers relevant and affordable professional development to all K-12 districts in the county, specifically in technology skills and integration. The college administers the Consortium and shares in the cost of the facilities. The ETTC was renamed by the NJDOE in 2002 as its membership and mission expanded, and now includes 73 school districts and not-for-profit agencies from 5 counties. Programming now includes technology as well as workshops that address core curriculum content standards, classroom management, data analysis, new teacher institutes, and organizational and administrative topics for school leaders and other professionals.

The center is open year-round, 5 days a week for structured workshops as well as drop-in assistance. A state-of-the-art demonstration facility provides teachers with opportunities to explore new hardware and software. Programming also offered off-site at members facilities. Public calendars and custom programming are available to districts throughout the region. Nearly 700 workshops/seminars/presentations are offered each year.

Rowan University Professional Development Schools Network

Rowan University - College of Education

NJ Higher Education Sector: State College or University

Year Began: 1991

CONTACT INFORMATION

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Partners: Monroe Township School District, Glassboro, Bullock School, Camden, Sumner and Coopers Poynt Schools, Vineland, Johnstone School, Cherry Hill Schools, Johnson School

DESCRIPTION

The professional development schools network serves as a setting to support the beginning and ongoing learning of teachers. Like teaching hospitals, these schools aim to provide sites for state-of-the-art practice that are organized to foster the training of new professionals, extend the professional development of veteran teachers, and sponsor collaborative research and inquiry.

Professional Development for Teachers

MPA Educational Policy and Leadership Track "Aspiring Principals Program"

Rutgers, The State University of New Jersey - Camden
NJ Higher Education Sector: Public Research University
Year Began: 2003 Participants Served: 15 aspiring principals from Camden Public Schools

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Partners: Rutgers University-Camden, Camden Board of Education

DESCRIPTION

The MPA Education Policy and Leadership Track was designed to prepare a cohort of 15 Camden Board of Education teachers and staff for principal positions in Camden City schools. Fifteen students from Camden City Public Schools will simultaneously complete their Master’s degree in Public Administration, while fulfilling the requirements for principal certification in New Jersey. Currently, the track is structured as a two-year program which includes: completion of 7 core courses; 5 specialized courses; and a 9-credit internship/residency over two semesters requiring students to be assigned to a school under the guidance of a principal mentor on a full-time basis. The pilot program was developed to target aspiring principals and to facilitate the certification process, so that graduates could be in a position to begin working as principals in Camden City upon graduation.

Teacher Development and Performance Institute

Rutgers, The State University of New Jersey - Camden
NJ Higher Education Sector: Public Research University
Year Began: 2000 Participants Served: 40 teachers and school administrators

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Partners: Rutgers University-Camden, Geraldine Dodge Foundation, South Jersey school districts, Washington Mutual

DESCRIPTION

The focus of the Teacher Development and Performance Institute is to improve performance of schools and achievement of students by strengthening the competencies of teachers. It is delivered through a series of training seminars scheduled over a one year period. The program links professional development to teacher needs and objectives, while modeling best practices. Teams of teachers and administrators from a school attend the program. The program has served 30 school teams from Camden City and surrounding areas. The curriculum addresses the following critical areas: Creating a Culture of Learning; Transforming the School Climate; Transforming Teachers, Principals and Administrators; Transforming the School Community; and Engaging a Philosophy of Life Long Learning.

Douglass Outreach

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 1 – 50 participants

CONTACT INFORMATION

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Partners: School Districts (i.e., Board of Education), School

DESCRIPTION

The goal of the Douglass Outreach project is to provide professional development/training/education for administrators/teachers/paraprofessionals/other therapeutic staff in the principles of Applied Behavior Analysis in regard to its application for learners with autism spectrum disorders. Some services include: Consultation to programs; training workshops in educational strategies; onsite visits to provide modeling and immediate feedback; program evaluation; and data monitoring.

Professional Development for Teachers

New Jersey Math Science Partnership

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 12 school districts, 3 instiutions of higher educations, about 80,000 students

CONTACT INFORMATION

William A. Firestone, Professor & Principle Investigator
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New Brunswick, NJ
Partners: Rutgers University, Rowan University, Kean University, Asbury Park, Bound Brook, Bridgeton, Millville New Brunswick, Philipsburg, Roselle, Plainfield, South Bound Brook, Toms River, Union City, Vineland

DESCRIPTION

Our goals are to improve student achievement in math and science in our 12 partner school districts, increase equity in achievement outcomes (reduce achievement gaps), improve the preparation of math and science teachers (in particular math and science education of elementary teachers) in our institutions of higher education, and evaluate and conduct research on the process.

We provide year round assistance in curriculum selection and implementation, professional development for teachers, training of principals and teacher leaders, and coordination of district improvement efforts. We also assist in the improvement of teacher education programs including the math and science courses for future teachers and provide teacher induction programs.

New Jersey Public Schools - Fluency Oriented Reading Instruction

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 1999 Participants Served: 150 Teachers, 3500 children

CONTACT INFORMATION

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Partners: Melanie Kuhn, Lesley Morrow, Gail Fazio - Linden, Lorraine Aklonis - Rahway, Dr. Marilyn Birnbaum - Superintendent of Schools, North Plainfield

DESCRIPTION

The purpose of the partnership is to train teachers in Fluency Oriented Reading Instruction. This federally funded program is in its 5th year. We have had positive results in the 2nd grade classrooms where the study was implemented with significant gains in scores in the treatment rooms. We are in a scale up mode to see how easily and effectively the project can be implemented in other districts.

Training is provided during the school year to teachers about Fluency Oriented Reading Instruction. Materials are provided for the teachers. Teachers are observed for fidelity to the program. Students are tested to determine how effective the treatment is.

Reading First - Lakewood

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 60 teachers/1500 children

CONTACT INFORMATION

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Partners: Gail White, Lesley Morrow

DESCRIPTION

Under the No Child Left Behind, legislation grants called Reading First are available for schools in need of improvement. New Jersey received a Reading First grant for which districts applied and received funding. Lakewood received funding to improve literacy achievement in grades K through 3. Rutgers University provides teachers professional development opportunities to enhance reading strategies in the classroom. Teachers attend professional development workshops in the summer and during the academic year.

Professional Development for Teachers

Reading First-Jackson Public Schools

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 40 Teachers, 900 Children

CONTACT INFORMATION

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Partners: Adriann Jean-Denis, Lesley Morrow

DESCRIPTION

Under the No Child Left Behind legislation grants called Reading First are available for schools in need of improvement. New Jersey received a Reading First grant for which districts applied and received funding. Jackson Public Schools received funding to improve literacy achievement in grades K through 3. Rutgers University provides teachers professional development opportunities to enhance reading strategies in the classroom. Teachers attend professional development workshops in the summer and during the academic year.

The World Languages Institute (The WLI)

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2000 Participants Served: 174 students registered in Summer 2004 plus 125 who did not take courses this summer

CONTACT INFORMATION

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Partners: The Rutgers Office of Continuous Education and Out Reach, The Rutgers University Summer Session, The New Jersey Department of Education, The Rutgers University Departments of French, German, Italian and Spanish and Portuguese

DESCRIPTION

The WLI provides graduate level courses for K-12 world language teachers. It was developed shortly after the World Languages Core Curriculum Content Standards were adopted by the state of New Jersey, which called for a new vision of language learning and teaching and which required the restructuring of teacher education programs to focus more on content-based proficiency-oriented instruction. We offer seven core curriculum courses in methodology, 2nd language acquisition theory, assessment, and technology, plus 14 specific content courses taught in French, German, Italian and Spanish. Participants frequently enter the MAT programs of these aforementioned languages and receive their diploma after three summers.

Buck Institute for Education (BIE)

Rutgers, The State University of New Jersey - Center for Effective School Practices
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 150-200 per year

CONTACT INFORMATION

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Partners: Buck Institute for Education (BIE)

DESCRIPTION

BIE has developed a specific PBL model which draws on the experiences of teachers who successfully use PBL in their classrooms, recent research on student learning, and instructional models that incorporate authentic assessments, community-based education, service-learning, internships, or career academy curriculum. Project Based Learning is successful when careful attention is given to developing an engaging, student-focused culture in the classroom. The research on PBL clearly demonstrates marked improvement in retention of what is learned in a PBL program and even suggests the ability to learn more as reflected on standardized tests of academic achievement.

CESP professionals who have been trained by BIE staff provide instructional seminars to teachers throughout the acadmeic year and summer via workshops offerd at various locations throughout the state. In addition, CESP staff have conducted in-service trainings both in-state and in other states as well.

Professional Development for Teachers

Coalition of Essential Schools

Rutgers, The State University of New Jersey - Center for Effective School Practices

NJ Higher Education Sector: Public Research University

Year Began: 1994

Participants Served: 37 New Jersey Schools

CONTACT INFORMATION

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Partners: 37 schools statewide, ranging K-12

DESCRIPTION

The goal of the Coalition of Essential Schools - New Jersey (CES-NJ) is to advance high achievement and deep understanding for all students through supporting schools' efforts to put the Common Principles of the Coalition of Essential Schools into practice. Each school chooses its own programs suited to its particular students, faculty, and community. CES-NJ staff can provide professional development in a variety of specific areas, including Classroom Practice, School Climate, Organizational Design, Leadership, and Community Connections.

Coaching, CES-NJ membership, and a broad range of targeted assistance are among the year-round programs and services we offer to help schools enhance teaching and learning, refashion organizational design, and develop meaningful community connections so that students are known, nurtured, and challenged in their schools.

National School Reform Faculty - Critical Friends Group

Rutgers, The State University of New Jersey - Center for Effective School Practices

NJ Higher Education Sector: Public Research University

Year Began: 2001

Participants Served: 250-350 per year

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Partners: National School Reform Faculty - Critical Friends Groups

DESCRIPTION

Critical Friends Groups (CFGs) are professional learning communities where educators reflect on, analyze, and give and receive feedback on teaching practices using a variety of protocols to examine student work for the purposes of improving student performance. Led by a trained CFG coach, CFGs meet on a regular basis in schools and function as a powerful vehicle for ongoing professional development and continuous school improvement. Through CFG training, educators acquire an experiential understanding of CFG practices and processes, and can then lead CFGs in their own schools.

CFG training takes place in intensive multi-day workshops. We can provide ongoing coaching subsequent to the training to assist CFG facilitators in implementing CFGs in their schools. Each CES-NJ coach is a trained CFG facilitator and CES protocols are used extensively in CFG work.

Thinking Across Perspectives

Rutgers, The State University of New Jersey - Dept. of Educational Psychology, Graduate School of Education

NJ Higher Education Sector: Public Research University

Year Began: 1999

Participants Served: expect to be working with 6-10 middle school science teachers this year, and possibly some elementary and high school teachers as well

CONTACT INFORMATION

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Partners: National Science Foundation, Franklin Township Schools, Edison Schools (Herbert Hoover Middle School), Westfield Schools (planning to participate in future projects), South Plainfield Schools (planning to participate in future projects)

DESCRIPTION

The goal of the project is to work with teachers to develop instruction that promotes inquiry and critical thinking among students. During the academic year, a project team from the university meets with teachers to provide instructional materials for classroom use.

Professional Development for Teachers

French Resource Center

Rutgers, The State University of New Jersey - French Department

NJ Higher Education Sector: Public Research University

Year Began: 2002

Participants Served: 500

CONTACT INFORMATION

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Partners: French Embassy, Rutgers University French Department, Rutgers University Language Institute, New Jersey Department of Education, Individual school districts and teachers

DESCRIPTION

The Center aims to support and improve the teaching of French in New Jersey at the P-12 level and at Rutgers University. The Center develops French-related cultural and linguistic programs for the benefit of the educational, corporate, and cultural communities of the State of New Jersey. A staunch advocate of linguistic diversity, the Resource Center also aims at bringing French language and culture into the lives and classes of the children in the least privileged districts of New Jersey. The center ensures that French culture is available and accessible to all classes and groups of people in New Jersey.

- Workshops and pedagogical development for P-12 teachers;
- distribution of teaching resources and materials (on-line and hard copy);
- testing services for schools and individuals; on-line pedagogical support via informational website;
- school visitations and consultations with teachers and principals;
- presentations on French culture;
- development of exchange programs.

During the academic year primarily.

George J. Pallrand/Rutgers Research Showcase

Rutgers, The State University of New Jersey - Waksman Institute

NJ Higher Education Sector: Public Research University

Year Began: 2000

Participants Served: up to 75 high school science teachers are invited to each seminar; seminars are offered twice during the academic year

CONTACT INFORMATION

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Partners: Participant teachers and school administrators represent a variety of public and private schools from around the state of New Jersey.

DESCRIPTION

The faculty at the Graduate School of Education and members of the Waksman Institute have partnered to provide a colloquium series for high school educators to bring the scientific research community and the schools together. Rutgers faculty present their current research to teachers and supervisors, while highlighting the nature of the scientific enterprise. A teacher-led discussion relating the topic to high school programs follows. In this way, science educators begin to identify their efforts with those of the scientific community.

High school science teachers and supervisors are invited to attend the colloquia at no cost. Currently two evening discussions followed by dinner are hosted during the academic year. Past seminars have been given by Rutgers faculty, researchers and scientists from our corporate sponsor, GE Healthcare (formally Amersham Biosciences). This is followed by a presentation from a high school teacher, who suggests ways to integrate aspects of the topic into existing programs.

Professional Development for Teachers

Rutgers Institute for High School Teachers

Rutgers, The State University of New Jersey, New Brunswick - Center for Historical Analysis

NJ Higher Education Sector: Public Research University

Year Began: 1989

Participants Served: 140

CONTACT INFORMATION

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Partners: Rutgers University, Public schools throughout New Jersey, Private schools throughout New Jersey

DESCRIPTION

The Institute for High School Teachers is designed for teachers of English and Social Studies but is open to all educators, administrators, curriculum directors, and those who intend to teach.

The primary goal is to establish communication between the secondary and the university educational communities. University faculty and secondary educators come together to discuss recent scholarly literature, innovative curricula design, primary sources for classroom use, and methods for meeting state-mandated standards. As a Professional Development Provider registered with the NJ Department of Education, the Institute also helps teachers meet their 100-hour, 5 year in-service requirement by providing official certification upon completion of each course.

Rutgers professors direct full-day conferences and afternoon courses throughout the academic year. The Institute plans, schedules, and coordinates these programs. Rutgers University offers parking, facilities, and certification.

The state's secondary schools, public and private, provide their teachers with release time for participation in the Institute and professional credit for this participation. The districts also generally provide funds for the teachers' registration fees. The state's teachers bring their expertise to the program and implement the ideas developed in the course of the institute's seminars and conferences.

Teachers as Scholars

Rutgers, The State University - Institute on Ethnicity, Culture, and the Modern Experience

NJ Higher Education Sector: Public Research University

Year Began: 2002

Participants Served: 150

CONTACT INFORMATION

Marion Bolden, Superintendent

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Partners: IECME, NPS

DESCRIPTION

Teachers as Scholars (TAS) is a national program that provides professional development and life long intellectual growth for K-12 teachers; it also fosters academic interaction between teachers and university and college professors. Launched in 1996 at Harvard University, it has grown to embrace the work of scores of colleges, universities, and school districts across the nation. The inaugural year of the program in Newark is funded by grants to the Institute on Ethnicity, Culture, and the Modern Experience (IECME) from the Woodrow Wilson National Fellowship Foundation, and the Geraldine Dodge Foundation. TAS is a district/university partnership that will enable a select number of teachers to attend one of ten seminars taught by distinguished Rutgers University professors in the humanities, social sciences, the arts and the natural and physical sciences. To accommodate small group discussions, each seminar will be limited to a maximum of 15 participants. The seminars meet for two sessions in March or April.

Since the Newark Public School District is a partner in the program, the seminars are offered to teachers at no cost. The seminars meet for two sessions in March or April, 2004. NPS teachers are encouraged to enroll in the seminar that interests them, regardless of the grade level or subject that they teach. Over the duration of the seminars, substitute teachers will be provided by the NPS to cover the daily responsibilities of district teachers participating in the seminars. The IECME is registered with the State of New Jersey as a professional development provider (#5089). Registered seminar participants will be eligible to earn professional development hours in accordance with the guidelines provided by the NJ Department of Education Professional Development Provider Registration System.

Professional Development for Teachers

Improving Teacher Quality

Salem Community College
NJ Higher Education Sector: Community College
Year Began: 2003 Participants Served: approx. 260 in 2003-2004 academic year

CONTACT INFORMATION

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Partners: Salem City School District, Penns Grove/Carneys Point Regional School District, DuPont Co.

DESCRIPTION

The Improving Teacher Quality Partnership Grant enables Salem Community College to provide teachers with meaningful professional development opportunities, technology assistance, and technological resources that will assist in the teaching-learning process. This grant allows Salem Community College to provide training workshops to the teachers of the partnership school districts (Salem City and Penns Grove/Carneys Point). The grant also provides an Educational Technologist as well as two Project Facilitators (master teachers) who make on-site visits and work directly with the novice teachers and mentor teachers. The Education Center (TEC) also houses a resource library that includes various educational materials for teachers.

Crossroads School, Westfield

Seton Hall University
NJ Higher Education Sector: Independent College or University
Year Began: 2003 Participants Served: 47

CONTACT INFORMATION

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Partners: Crossroads School, College of Education and Human Services, SHU

DESCRIPTION

Operated by the Union County Educational Services Commission, Crossroads is an intermediate countywide agency that provides educational programs and services to children who cannot be served appropriately in their regular classrooms or in special education programs in their local school districts. Crossroads students have autism, thereby providing SHU special education majors with internships and student teaching experiences working with students with a specific developmental disability. In return, Seton Hall faculty provide professional development workshops and professional development hours to Crossroads faculty.

Jefferson School, Maplewood

Seton Hall University
NJ Higher Education Sector: Independent College or University
Year Began: 2002 Participants Served: 412 students

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Partners: Jefferson School, College of Education and Human Services

DESCRIPTION

Jefferson School provides supportive clinical settings in which teacher candidates engage in pre-service teaching after they attend an on-site course in literacy. A goal is to partner teacher candidates with veteran teachers who are willing to talk about why they teach, how they teach, and the decision-making regarding what they teach.

1. Jefferson School provides teacher candidates with supportive clinical settings.
 2. Jefferson School offers on-site literacy classes, allowing teachers to attend for collaborative purposes.
 3. The College of Education and Human Services provides professional development to cooperating teachers.
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Professional Development for Teachers

Lafayette Street School, Newark

Seton Hall University

NJ Higher Education Sector: Independent College or University

Year Began: 2003

Participants Served: 763

CONTACT INFORMATION

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Partners: Lafayette Street School, Cranford Public School, College of Education and Human Services

DESCRIPTION

In conjunction with the College of Education and Human Services/Cranford Professional Development staff, Lafayette Street School has joined the partnership with four goals, adding an urban component to the partnership. The four goals are to provide supportive clinical settings in which teacher candidates engage in pre-service training; provide professional development to partner educators to support their achievement; promote and conduct inquiry that advances teaching knowledge and skills; and provide exemplary education for P-12 students

St. Rose of Lima School, Short Hills

Seton Hall University

NJ Higher Education Sector: Independent College or University

Year Began: 2003

Participants Served: 275

CONTACT INFORMATION

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Partners: St. Rose of Lima School, College of Education and Human Services

DESCRIPTION

St. Rose of Lima School is a K-8 Catholic school where faculty are willing to work with pre-service teachers and talk to them about why they teach, how they teach, and decision-making about what they teach. Teacher candidates work in learning environments where they are able to instruct and participate actively with children in varied ways, such as one-to-one, small groups, and whole group instruction. St. Rose of Lima School provides teacher candidates with supportive clinical settings and the College of Education and Human Services provides workshops in specific content areas for the school's staff.

CIESE - Elizabeth Public Schools

Stevens Institute of Technology

NJ Higher Education Sector: Independent College or University

Year Began: 1993

CONTACT INFORMATION

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Stevens Institute of Technology

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Partners: Elizabeth Public Schools, Stevens Institute of Technology's Center for Innovation in Engineering and Science Education, New Jersey Department of Education, New Jersey Commission on Higher Education, National Science Foundation

DESCRIPTION

In 1993, the Center for Innovation in Engineering and Science Education at Steve's Institute of Technology began a partnership with Elizabeth Public Schools in an NSF-sponsored Mentor-Teacher program geared at improving mathematics with technology. The partnership continued with collaboration in CIESE's K-12 Partnership Program and the NJ Commission on Higher Education sponsored High Technology Workforce program. Over the last several years, CIESE has provided intensive in-district mentoring for middle school mathematics teachers and is now embarking on an N.J. Department of Education MATRIX (Math Achievement to Realize Individual eXcellence) grant designed to improve sixth, seventh, and eighth grade student achievement of the Core Curriculum Content Standards in Mathematics by enabling a group of teachers at each grade level to effectively integrate technology into teaching and learning. The program provides full-day professional development sessions, in-school visitations, and summer workshops.

Professional Development for Teachers

CIESE - Hoboken Public Schools

Stevens Institute of Technology
NJ Higher Education Sector: Independent College or University
Year Began: 1988

CONTACT INFORMATION

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Partners: Hoboken Public Schools, Stevens Institute of Technology’s Center for Innovation in Engineering and Science Education, IBM Foundation, New Jersey Department of Education, New Jersey Commission on Higher Education, National Science Foundation

DESCRIPTION

Hoboken Public Schools and the Center for Innovation in Engineering and Science Education began its long partnership in 1988 with a technology in mathematics program sponsored by the N.J. Department of Education and the N.J. Commission on Higher Education. CIESE and Hoboken continued to work together over the years with teacher participation in workshops offered through the NSF Networking Infrastructure for Education Program, K-12 Partnership Program, TIME Program, High Technology Workforce Program, and more recently with Steven’s supported Technology-in-Education Summer Institutes. In addition, CIESE is providing in-district support to Hoboken through their N.J. Department of Education STAR-W grant. The program provides full-day professional development sessions, in-school visitations, and summer workshops.

CIESE- Newark Public Schools

Stevens Institute of Technology
NJ Higher Education Sector: Independent College or University
Year Began: 1988

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Partners: Newark School District, Stevens Institute of Technology’s Center for Innovation in Engineering and Science Education, New Jersey Department of Education, New Jersey Commission on Higher Education, National Science Foundation

DESCRIPTION

Newark Public Schools was one of CIESE's (Center for Innovation in Engineering and Science Education) first partners when in 1988-1990 ten teachers from the district participated in a state sponsored mathematics and technology program encompassing monthly workshops and an intensive two-week summer workshop at Stevens Institute. During the ensuing years, Newark teachers participated in a multitude of technology in mathematics/science workshops offered through CIESE’s NSF-sponsored Networking Infrastructure for Education program and K-12 Partnership Program. In 1999 Newark became the focus of a N.J. Commission on Higher Education High Technology Workforce program. This three-year effort was an intensive teacher professional development collaboration. As a result, Newark has seen dramatic increases in students' science achievement scores--averaging 10% growth sustained over three years--in those schools that worked with Stevens in this program. In 2004, science scores increased by almost 10% district-wide and by 20% in the participating schools. This demonstrates the value and impact of the NJ CHE grant. As teachers developed their computer skills and their ability to integrate the real time projects into their teaching, the impact over time is valuable. Additionally, in 2002/2003 Newark sponsored an additional program for 10 low performing schools focusing on the NJ GEPA topics. Since then, CIESE and Newark continue to seek out new opportunities to work together to help improve education in the district. The program provides full-day professional development sessions, in-school visitations, and summer workshops.

Professional Development for Teachers

CIESE - Passaic Public Schools

Stevens Institute of Technology
NJ Higher Education Sector: Independent College or University
Year Began: 1997

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Partners: Passaic Public Schools, Stevens Institute of Technology’s Center for Innovation in Engineering and Science Education, AT&T Foundation, New Jersey Department of Education, National Science Foundation, New Jersey Commission on Higher Education

DESCRIPTION

The partnership between the Passaic Public Schools and the Center for Innovation in Engineering and Science Education at Stevens Institute began in 1997 when Passaic teachers participated in an AT&T Foundation-sponsored ScienceLINK program, a three-year professional development program for middle school teachers promoting standards-based Internet-supported science curriculum resources which included ten full-day workshops during the school year and 2-week summer institutes. During the ensuing years, Passaic teachers participated in a multitude of technology in mathematics/science workshops offered through CIESE’s NSF-sponsored Networking Infrastructure for Education program, K-12 Partnership Program and TIME (Technology in Mathematics Education) program. In addition, Passaic high school teachers participated in the N.J. CHE-sponsored High Technology Workforce Grant in 2002-2003. More recently, the district and Stevens have embarked on two N.J. Department of Education initiatives: the P-12 Higher Education/Public School Partnership Program and the MATRIX Program. Both are expected to start in November 2005. The program provides full-day professional development sessions, in-school visitations, and summer workshops.

Annual Evaluation of the National Environmental Health Education Campaign's Teacher Training Program

University of Medicine and Dentistry of New Jersey - School of Public Health
NJ Higher Education Sector: Public Research University
Year Began: 1994 Participants Served: 1704

CONTACT INFORMATION

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Partners: Dow Chemical Company Foundation, Johnson & Johnson, Praxair Foundation, Inc., National Institute of Environmental Health Sciences, School districts: Avenel; Bound Brook; Bridgewater; Clark; East Brunswick; East Orange; Edison; Elizabeth; Flemington; Freehold; Glen Gardner; Haledon; Hamilton; Hazlet; Irvington; Jersey City; Lanoka Harbor; Livingston; Manalapan; Manville;

DESCRIPTION

The annual summer institute helps to enhance environmental health science education in K-12th grade. Hands-on, interactive teacher professional development workshops focus on innovative environmental health sciences curriculum. Approximately 175 teachers attend free summer workshops gaining skills and resources to use environmental health science for learning across disciplines, to enhance their capacity to teach basic science and math concepts and to acquire new methods to address education standards. The workshops may focus on toxicology, water pollution, air pollution or grant writing. Workshops are conducted by health educators and classroom teachers. Sessions may include interactive, scientific and other small group activities, current information from research scientists, curriculum integration discussions and cooperative learning. Teacher training is offered over the summer, with follow-up assessment conducted during the school year.

Professional Development for Teachers

Paterson Teachers for Tomorrow (PT4T)

William Paterson University

NJ Higher Education Sector: State College or University

Year Began: 1999

CONTACT INFORMATION

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Partners: Eastside HS, Paterson, John F. Kennedy HS, Paterson, Rosa Parks HS, Paterson

DESCRIPTION

The challenge for Paterson is to attract and retain academically and pedagogically talented teachers for urban schools-teachers who are committed to remain in those schools to do the difficult, long-term work of reform and renewal. Committed to helping Paterson realize its potential from within, the Paterson Teachers for Tomorrow program serves to provide opportunities for students to both teaching as a profession and become certified teaching professionals who are dedicated to reforming Paterson Public Schools. Club meetings in high schools; bi-annual field trips; annual leadership retreats; summer educational program; fall & spring parent information dinner; annual awards dinner; annual scholarship to William Paterson University; weekly study group sessions for those at William Paterson University.
